

# SUMMARIIUM

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## CURRICULUM

The volume of this *EDUCATIO* Curriculum is being included by one of its most problematic set of questions through pedagogy. Newer and newer curricula as well as vivid debates are included all over the world, also Within Hungary and the rest of middle-eastern Europe (meaning socialists). These present studies are reflected by this general survey. schools were competed by this political change of system for the aim to insure their intense liberty. This survey should also be utilized according to the following reasons: the number of learning children can support themselves through the press of the state financial system if winning programs are offered for parents and children. That's why new type of schools are created. Instead of the earlier system of 8 primary + 4 high school classes is mostly returned by the 4 primary + 8 high school classes which had been used before the World War II, as well as an other system of 6 primary + 6 high school classes and the rest: 8 classes of primary school might be prolonged by one or two years. (The compulsory school attendance in Hungary until the age of 16.) In these cases new (local) curricula are made by the schools which are assented by the Ministry of Education and Culture. But several schools with their traditional type have a new program to help them not to fall behind the device-change of the institution: they can keep in mind their students.

Divergent type of school was sanctioned in 1993 through the new law of education, and it's better to have the elimination from 09/1996 for the so-called school of "institute for skilled workers", meaning that just half of the 8-form pupils were yet not learning. (So this "institute for skilled workers" will start after the 10th-form of primary school.) These schools of "institute for skilled workers" will have to try hard to have a new system and curricula. The divergent public educational system should be qualified with good limits to gather the slow elements for certain educational institutions. The creation's idea of the national basic common curriculum was arisen at the forthcoming regime-shift (in 1989). These important actions might have a different success.

Between 1990 and 1992 national debates and wide pedagogy for the public opinion poll was based on the national basic common curriculum (NBCC – NAT in Hungarian) included with 3 followed versions. It was being seen with NBCC-3 as touching up for the assent, when the chief governing body became rightwards and the rest cultural regime turned against these officials and the rest of the operations were not led as experts but political ministerial officials trusted. Some time later, the attempt ended in failure. The newer and newer versions of NBCC-4 was not accepted by the educational public opinion and either the ministerial body because of the politic prejudice and the trading deficiency. So the national basic common curriculum was just realized by its principia, there is still a debate concerning the frame for the settlement of the schooling curricula's demand.

The issue of *EDUCATIO* Curriculum was made in the historical situation and reflects with or without the will of the act. The first: upper fights to assume a point of view through a theoretical conceptional study trying to generalize with the practical development for the internal and external actions of making curricula.

*Péter SZEBENYI* presents the main agents of the curricular product's within the international context of the great historical measures. He distinguishes the social labor-division from the spontaneity of the "natural curricula", "conscious plan of curricula" starting at the age of the reformation, legitimated laws of the end of the 18th century's "national curriculum", the age of the 19th century "founded political compromise of the curricula". He analyses what roles are planned nowadays by the curricular product within the science, policy, teaching, social representatives, and why the schooling curricular experts and coordinators are needed. The present failing curricular works might have caused through the fact that there was not a good balance form among the indispensable persons.

*Endre BALLÉR* was analyzing these 9 paradigms following the 19–20th century's Hungarian curriculum notions – comparing the same and different features, etc. – open the way toward the new prospect for the internal curriculum's theory.

*József NAGY*'s study shows a monotype way out from the deadlocks of the curricular product. He doesn't deny the preserving values for the "knowledge central curriculum and syllabus teaching school" and the "activity central curriculum and actional schools", according to him the way of the future means "human central curriculum and personal developing school". He proposes to form the point of the human mill-century's changing bases, structure, operation, progress and behavior according to the general development aims and degrees. What skills must be owned for the pupils in the central curriculum to have the basic components in the aim of the motivations, capacities, readinesses. The system of the developing personal functions (so called: competencies) can be planned among the following competencies: namely personal, social, cognitive, specific.

*Zoltán BÁTHORY* shows the containing regulation's 4 possible variations of the curricula's 5 years ago's debates recalling: (1) balance-regulation, the national education's common bases are determined within the national basic curriculum, while the parts of the educational curricula are included with the local claims and possibilities; (2) regulation by the way of the exams; (3) marketing school-books and (4) regulation of the teaching innovation. According to his opinion the establishment of the national basic curriculum had the failure's possibility for the questionable esteem of the balance-regulation and that's why he comes to the conclusion that the national exam and the marketing school-book's system can be taken over through the regulation of the system (which means a connectional point in a favorable case for the teaching innovation as well).

*Elemér KELEMEN* affords a survey for the practice of the Hungarian curricular product. He urges through the critical view of the century-old traditions and as well as the continuation.

The further studies of the curriculum analyze the preparation of the practical progress in the Hungarian schools. *Ferenc ANNÁSI* reports – based on a regional survey – about the significant structural teaching organization and some curricular changes. *Ilona LISKÓ* and *Éva TÓT* are analyzing the different schooling types of the curriculum. *Erzsébet KÓLYI (Mes. Fürst)* and *Endre SIPOS* are writing about the fundable professional handicaps of the 6–8 classes of the high-schools' local curriculum.

Against the other studies, the local trustable curricular trials introduce to the Readers. *Anna FORGÁCS* and *Zsuzsa HORVÁTH* are writing about the world-bancer actions of the "Renovation of Human Sources" within the teaching programs for language and literature. Some other ideas are included, like *Rózsa HOFFMANN* and *Richárd KORZENSZKY*.

(text of Péter Szebenyi – translated by Johanna Annau)

## CURRICULUM

Die *EDUCATIO*-Nummer „Curriculum“ beschäftigt sich mit einem der problematischsten Themenkreise im pädagogischen Bereich. Überall auf der Welt entstehen immer neue Lehrpläne, die stets lebhaft Diskussionen auslösen. Dies gilt auch für Ungarn und die übrigen mitteleuropäischen (ehemaligen sozialistischen) Staaten. Den diesbezüglichen Sachverhalt reflektieren die Studien der vorliegenden Ausgabe.

Der politische Systemwechsel brachte den Schulen durch die neuen Freiheiten eine immense Konkurrenz. Diese Situation müssen sie ausnutzen, da sie sich – zum einen wegen des Geburtenrückganges, zum anderen infolge des staatlichen Finanzierungssystems nach der Anzahl der Schüler – nur über Wasser halten können, wenn sie Eltern wie Kindern attraktive Programme bieten. Aus diesem Grund werden etliche Schulen umstrukturiert. Statt des bisherigen Systems mit acht Grundschul- und vier Oberschulklassen bevorzugt man vielerorts das vor dem Zweiten Weltkrieg übliche Gefüge von vier Grundschul- und acht Gymnasialklassen, andere Gliederungen enthalten jeweils sechs Klassen Grund- und Mittelschule, während manche Acht-Klassen-Schulen einfach ein, zwei Jahre hinzufügen. (Schulpflicht ist in Ungarn bis zum 16. Lebensjahr.)